4: Hobley G-5 (ca. 1900) 1902 FL11 Loc FL11

CHAPTER III.

NORTH TRIBES OF KAVIRONDO.

The generic name used of these peoples by themselves is *Ja-Luo*. The Nandi Kavirondo people call them *Awa-Nyore*. A very common term for them is *Wa-Viti*.

Modes of subsistence.—They all live by agriculture. They reside in fixed villages of from ten to fifty huts. Nearly all the villages are surrounded by euphorbia hedges; formerly many villages had mud and occasionally stone walls, but this custom has died out. They breed cattle, sheep, goats, and fowls.

Hunting and fishing.—They dig pitfalls for elephants and also spear elephants. They catch large quantities of fish in the Lake Victoria Nyanza by means of large conical wicker traps "dogos." The process is as follows:—They have two enormously long ropes, one end of each rope is secured on shore, and the ropes are then paid out into the lake, one rope floats on the surface and from it hangs a fringe of papyrus stalks; the other rope is a ground rope, and is weighted with stones, and the two ropes are connected at intervals. By means of canoes these ropes are gradually brought round in a semi-circle the size of which gradually decreases. The fish rush shorewards to escape from the drawing in of the net, and rush into the mouth of the big wicker traps which are placed in a row in the shallow water near the shore. At the same time the women walk up and down dragging smaller mouthed traps in which they collect myriads of tiny fish the size of a sardine. They fish a great deal at night by torchlight. They state that they get the best hauls of fish after rain; in the dry season they catch comparatively few. Rafts of sesbania wood are used for laying out the net (sesbania is a very light spongy wood growing on the lake shore; it has a prickly bark). They split and dry large quantities of fish and carry it inland from the lake for considerable distances to sell for grain.

Lines and hooks are also used to a certain extent by the Nyakach people and others. The people bordering the lake possess a few dug-out canoes and also a few of the sewn canoes bought from Buganda or Busoga.

Bridges.—They build rough bridges of timber across the rivers when in flood, but not suspension bridges like the North Kavirondo.

Cooking, etc.—They cook in earthen pots inside their huts, and also in the verandah of the huts. All cooking is done by women. The food is served up in little baskets. The father eats with his sons; they generally eat in a little separate hut with open sides built for the purpose. Women eat separately and inside the house.

Fire.—They know the use of firesticks but rarely need them, as they can always obtain a glowing ember from one or other of their neighbours.

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The next step is for the child to be taught the names of those who visit the family. By this means it also learns how to know the relatives who are not living in the family home. Children of two to five know very few people beyond the members of their own family circle. Thus Obala, at three years old, did not know who I was, although I had been to her home and talked to her many times. Her parents told me that this was due to their never having told her my name. §47

Feeding. The food children eat at this stage is the same as that given to the adult members of the family, the only difference being that the children are not restricted to feeding at particular times. However little it may be, a certain amount of food is always left for them in the pot. §24 §55

The children go out to play when the adults go to their different duties. In the middle of the day they return much exhausted and ask for the portion put aside for them after the morning meal. When there is only one child, the mother, before leaving for her day's work, tells it where to find this food. The varied and exacting activities of a child of this age make food an important factor in its life. [§57]

Play

The play groups. The child begins its association with the play groups through the action of the nurses. At first the nurse, next to the mother, is its chief playmate. Through her the child comes into contact with children from neighbouring families and thus acquires friends and playmates. Although it takes the child a long time to make new friends, its social life begins as early as the seventh month when the nurses, wishing to play nearby, seat two babies side by side where they may learn to play together. §57 §72

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young girl is responsible for seeing that the food already prepared is given to the male and younger female members of the family. Males are by tradition not allowed to dip their hands in the food pot, this being exclusively a woman's duty.

Apart from these strictly utilitarian activities, young girls slip off at intervals to play with their companions. It is during this period that male children part company with females and form their own separate play groups. Those who continue to play with girls to a later age are reproached. Although girls in the earlier phase of this age group do a considerable amount of domestic work, it is mainly of an introductory nature. Thus the mother cannot go away for a night and leave the young girl in charge. The errands given to her are simple and in accordance with her capabilities.

A later phase—ten to eleven. Again this is not an age of independence in domestic work. The young girl's duties are still limited by her inexperience. But now the mother concentrates on making the girl do more thoroughly the few duties she has learned. Two of the more important of these activities are fetching firewood and water. The mother begins to expect her daughter to make several journeys daily to the stream and at least one trip to fetch firewood without being told. If the girl forgets, she may be reproached or beaten. At this time a start is also made in the preparation of adult food.

Discipline

The disciplinary training of girls of school-going age is theoretically a paternal as well as a maternal responsibility; but in practice the mother plays a much more important role than the father. It is against her mother that future blame for inefficiency in normal domestic duties will be directed. The young daughter is strictly

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ing interest in her body and in the opposite sex. It may be said that the loss of concern for her charge and concentration on herself is a sign announcing the emotional disturbances of adolescence. Young girls of this age now

Nurse: Ayuna

consider nursing beneath their dignity, and their revolt is encouraged by increasing association with members of the opposite sex who would disdain talking to a child-nurse.

Feeding. The girls of this age group eat normal adult food, at the same time as adults, but the younger members of the group occasionally have a little food kept for them by their mothers. The consideration shown them as children depends on whether there are others younger

[i.e. From six to eleven years old – Analyst.]

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than themselves. As the girls grow older, feeding at odd times is restricted. The girls eat with the mother while their brothers eat with the father. The mother of the family takes particular care that the brothers get some food and even though she may go without herself, she sees that the children eat.

Female education at school-going age. The traditional education as given by the parents is strictly utilitarian. Its main aim is to prepare the girl for her future as a wife in a family and as a mother of children.

The girls accompany their mothers or older associates to fetch water, the younger ones being given a very little water in a small pot, usually used for milking. Larger pots are given to the girl as she grows older and stronger, the girls of six and seven being eager to imitate their older playmates. A few of the male children like to go to fetch water with similar containers, but their mothers do not encourage them. The mother of a young girl watches her carefully to see if she is interested in imitating these activities before giving any encouragement.

When the girl, at the age of eight or nine, expresses a desire to dig, the mother takes her to a garden early in the morning to let her do so, and releases her at about eight o'clock before the sun becomes too hot. At this time too, if a grinding stone is available, the mother teaches her child to grind corn, this being a continuation of the interest in grinding soil shown at play. The older girls of the group are instructed in giving gruel to the young children they nurse.

In the preparation of food, the girls first learn how to prepare gruel for the babies. But proper cooking comes very gradually and they learn it under the constant observation of the adult members of the family. The food cooked is first tasted by the parents only, when criticisms are openly made and encouragement of future

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512 462 264 [853] [956] *Daily rhythm of family duties.* The daily programme of a mother with a young child is divided into two major phases, corresponding with the morning and the evening meals. In the morning the activities include the preparation of gruel for the child, preceded by suckling it and sweeping the house. When prepared, the gruel is left with a nurse, to be given to the child when it cries. The mother then goes to the field or to any major work of the day. Preparation of the morning meal begins at about 9 a.m., and by 10 a.m. the family disperses again, the men perhaps to herd cattle or to go to market, and the women to fetch firewood or bring water from the river.

[178] The idea of having a meal freshly prepared in the morning is of recent origin. In the past, people ate cold food preserved from the previous evening meal. A great proportion of what is eaten during the week comes from the gardens.

[178] In former days, women were expected to prepare an afternoon gruel for their husbands at about 3 p.m. This is still the custom in some families, but modern women are quite ignorant of the practice in its traditional form.

868 613 *The social attitude towards male and female children.* The difference in the social attitude towards male and female children arises from considering them in relation to the future of the lineage to which they belong. A male child is looked upon as a dynamic element in the lineal structure. On the other hand, a female child, though a potential source of wealth, is regarded as an exporter of fertility from her parents' lineage to the lineage of her husband. Thus, if she becomes the mother [892] of many children, her larger numbers are looked upon [593] with disfavour as taking something away from her original family. This results in a superstitious feeling which affects her visits to the parental home.